

## ***The EAL/D Program***

**Planning** is the process of creating an overview of the content, using syllabuses and their outcomes in relation to the learning environment in the school and student learning needs.

### **Planning for teaching EAL/D students**

1. Identify - the students needing EAL/D support. (find out about previous learning experiences)
2. Determine - levels of achievement in English and direction for progress (EAL/D progression and ESL Scales are useful tools here plus the English syllabus outcomes)
3. Unpack - The KLA outcomes and language demands that classroom learning activities make on ESL students

*Now you have a clear teaching focus for your program and you can plan a timetable of support to include some intensive English for beginners and in class support for those students who are at a more intermediate level. (This is always subject change given new needs)*

4. Formulate - the outcomes of the ESL program by identifying the gaps in knowledge and skills between what students can do and what they need to be able to do to meet KLA demands
5. Select - activities from across the language modes of **Oral interaction, Reading and Writing** that will support ESL students to achieve these outcomes.
6. Design -Teaching and learning sequences that introduce, consolidate and review language (controlled guided and independent) using the EAL/D modes of delivery to assist you in planning at this stage. (see page. 18 DET Advice to schools)
7. Highlight - Assessment opportunities throughout the program
8. Document - The program should include roles and responsibilities of teachers involved i.e. who leads, makes resources etc. and the modes of delivery.

### **Consider**

- The variety of organisational options and In-class roles.
- What cultural knowledge is assumed in this activity?
- What type of language is being targeted?
- What kind of difficulties would you expect ESL students to experience in this classroom?
- What features of the English language are being introduced, consolidated or extended?
- What modifications need to be made for individual students? (including new arrivals)
- What are the roles of the mainstream/ESL teachers in this learning experience?
- What are the time constraints in the school?
- How often will I be able to support these students?

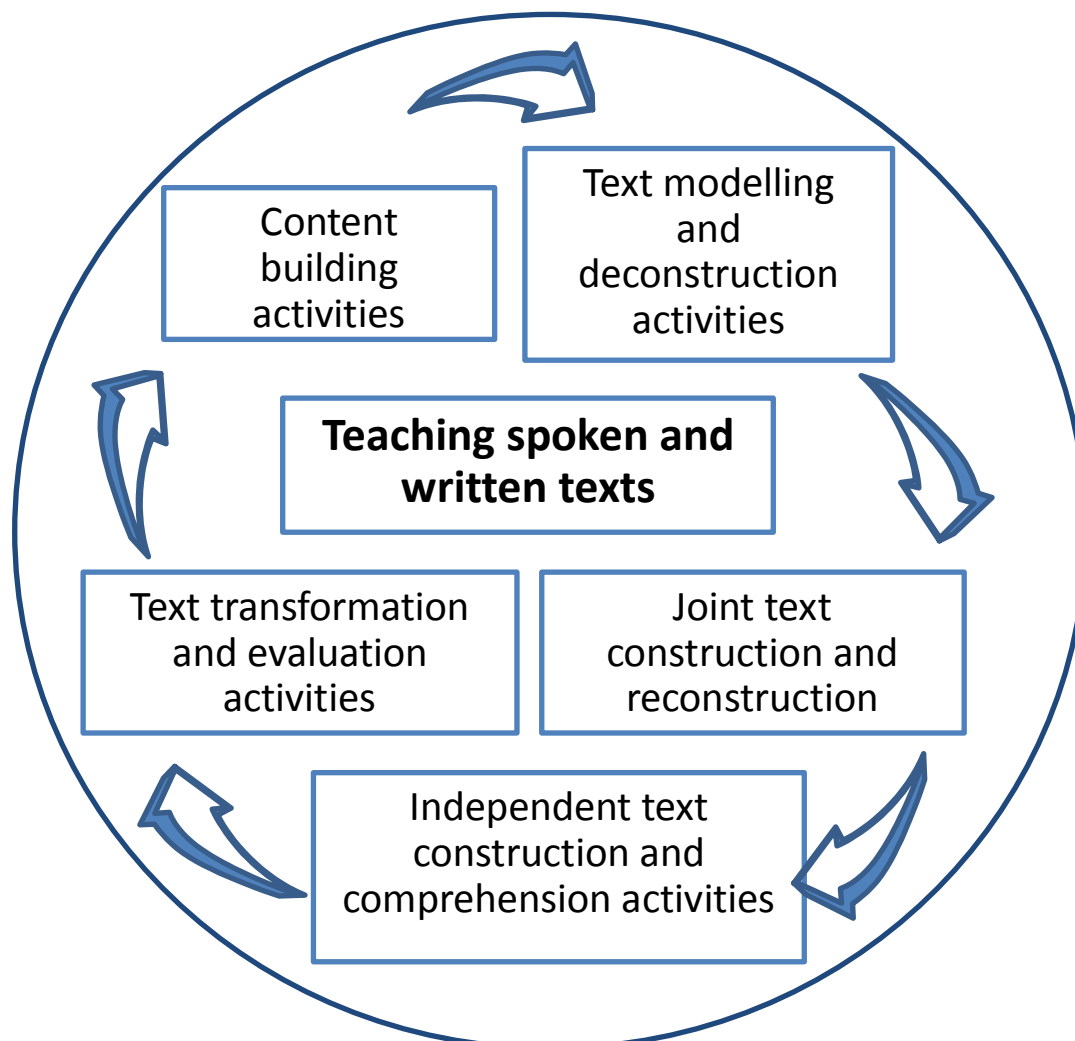
### **Ask**

- What do I want my ESL students to know?
- Why does that learning matter?
- How do I want my ESL students to demonstrate their deep understanding?
- How well do I want my students to do this?
- What knowledge about language and skills in using language do ESL students need to demonstrate their deep understanding of central concepts?

### **Ask the class teachers for each class you work with**

- What will students need to hear and say?
- What will students need to read?
- What will students need to write?

ESL Support framework	Definition	Learner assumptions and roles	Language exposure and language use	Language acquisition focus
<b>CONTROLLED SUPPORT</b> (full scaffolding)	An activity designed to provide <b>controlled exposure</b> to and use of target language needed for learning.	Students have had <b>minimal</b> exposure to resources in target language. Students engage in target language primarily using <b>receptive</b> language skills.	The activity, via the teacher, is the major source and supply of target language. The activity <b>directs</b> students' efforts and attention to the target language.	Language <i>input</i> through <b>noticing</b> aspects of target language.
<b>GUIDED SUPPORT</b> (partial scaffolding)	An activity designed to enable <b>structured exposure</b> to and use of target language needed for learning.	Students have had <b>partial</b> exposure to and resources in target language.  Students apply and practise target language using both <b>receptive and productive</b> language skills.	The activity is the key source and strategic supply of target language.  The activity <b>structures</b> effective target language use within defined parameters.	Language <i>intake</i> through <b>recycling</b> of target language.
<b>INDEPENDENT SUPPORT</b> (minimal scaffolding)	An activity designed to <b>allow independent use</b> of target language needed for learning.	Students have had <b>sufficient</b> exposure to resources in target language to effectively complete the activity  Students demonstrate understanding of target language primarily using <b>productive</b> language skills.	The activity becomes more student-directed and is a minimal source of the target language.  The activity <b>elicits</b> independent use of target language in relation to set criteria.	Language <i>uptake</i> through <b>recasting</b> of target language.



**Programming** is the documentation of the selection and sequencing of learning experiences for the class, groups and individual students to achieve targeted outcomes

### Steps for creating an EAL/D Program

#### 1. Unpacking Syllabus outcomes language demands\*

- Texts the students will need to read
- Technical vocabulary students will need to know
- Text structures and grammar

**\*(You need to identify links between English outcomes and The ESL Scales at this point)**

#### 2. Content and field building (controlled activities)

- Predicting and finding out what students know, what they want to know
- Choose your visuals, artifacts (this may include experiences)
- Choose Talking and listening activities\*
- Choose Vocabulary strategies\*
- Choose Reading strategies\*
- Choose Writing strategies\*

#### 3. Text modeling and deconstruction (controlled activities)

- Showing students what the target language looks like, sounds like
- Showing students the stages of the text – the way information is organised
- Pointing out the language features you want them to notice

#### 4. Joint construction and reconstruction (guided activities)

- Providing activities that scaffold students' practice of target language (identify the outcome and the ESL scales link for these)
- Asking questions that elicit target language
- Composing texts with students

#### 5. Independent text construction (independent activities)

- Providing students with a differentiated assessment task
- (identify the outcome and the ESL scales link for these)

#### 6. Highlight the assessment opportunities

- Assessment opportunities will present themselves throughout the program and can be used to differentiate the activities as you teach to support language learner at the point of need rather than at the end. Activities that EAL/D students do in a class/group activity can be observed and documented throughout the unit

#### 7. Document what you teach and when

- The EAL/D program should include the roles and responsibilities of all teachers involved in teaching. Document who is responsible for creating resources, leading the teaching and group structures (e.g. whole class, pair or group etc.) and who you work with/ support. If there are many students in a class with varying need you may only support one group or rotate groups depending on planning.

### Focus on

- **Students learning in context** and across the curriculum in different subject areas.
- Develop an understanding of **cultural contexts** and **social conventions**.
- Provide **scaffolded support**, good models and opportunities to practise language.
- **Support students to learn** vocabulary, modes of communication, text types, grammatical structures and features.
- **Model high expectations**
- **Recognise prior** knowledge, language and content learning.